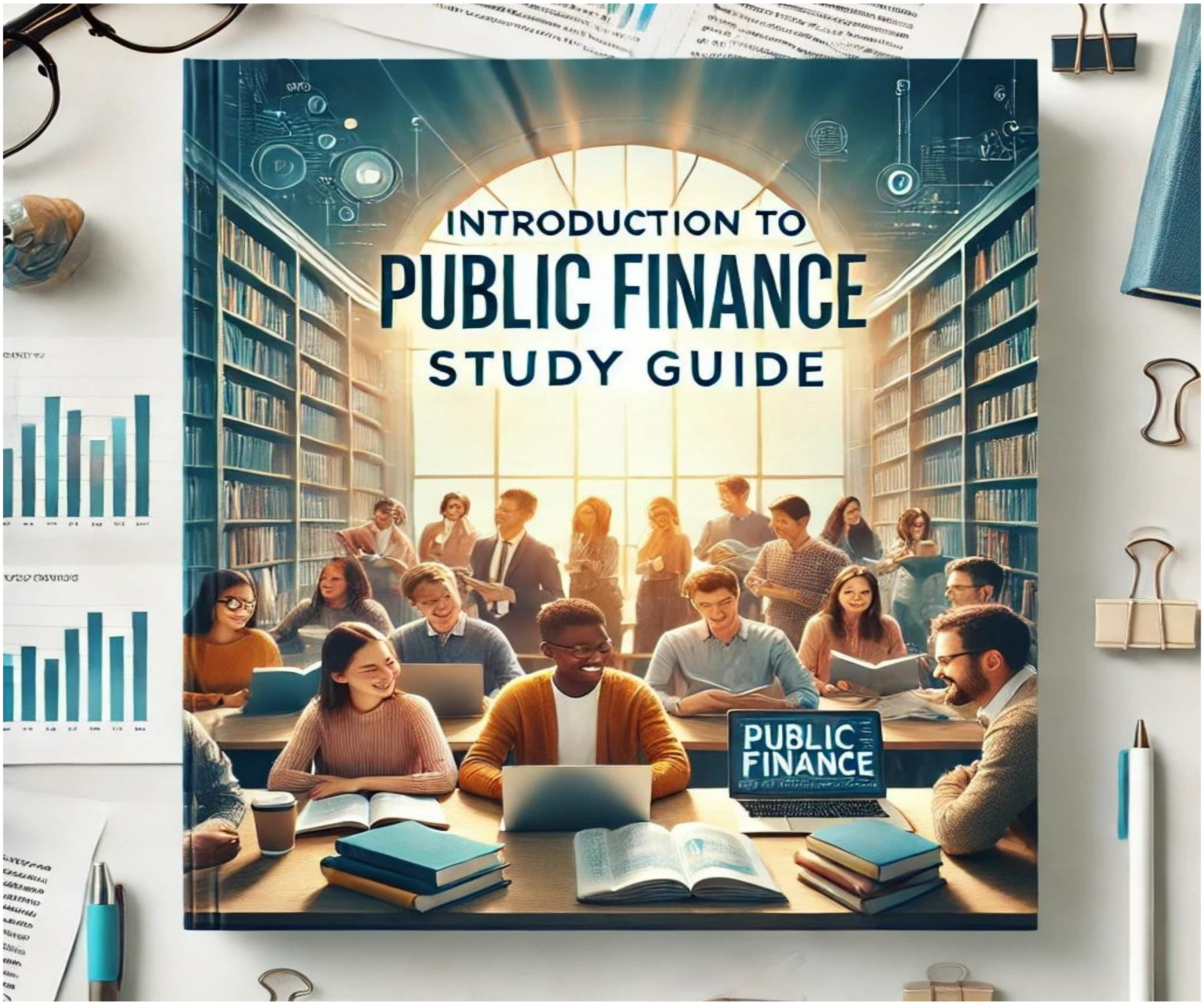
DURBAN UNIVERSITY OF TECHNOLOGY

INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

STUDY GUIDE FOR 2025

PUBLIC FINANCE MANAGEMENT 101



Introduction to Public Finance Study Guide

FACULTY : MANAGEMENT SCIENCES

DEPARTMENT : PUBLIC MANAGEMENT & ECONOMICS

QUALIFICATION : DIPLOMA PUBLIC ADMINISTRATION

MODULE : PUBLIC FINANCIAL MANAGEMENT I

MODULE CODE : PBLF101

SAQA CREDITS : 16

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TELEPHONE NUMBER : (031) 3736862

Lecturers : 3 periods per week (face to face)

Practical's : Not applicable

Lecture venue : Please see timetable

Tutorials : Please see timetable

Relevant polices

& rules : See Department Handbook

WELCOME

Welcome to Durban University of Technology (DUT), Department of Public Management, and to the module for Public Finance Management 101. We trust that you will have a pleasant, stimulating and successful year of study. This study guide contains module specific information related to the purpose and outcomes of the module, relevant contact details, module related resources, and assessment dates. To master the material for this module, you will have to demonstrate certain competencies. These competencies are contained in the exit-level learning outcome of this programme.

PURPOSE OF THE MODULE

The Diploma in Public Administration aims to prepare students with a theoretical and practical basis so that administrative and management functions can be effectively and efficiently performed, within the broad Public Sector environment.

The public sector encompasses institutions and departments at national, provincial and local levels, as well as parastatals, research bodies, universities and technology universities. The public sector environment is both dynamic and challenging in nature.

The module structure and syllabi are designed to equip students with the core skills and knowledge necessary to pursue the relevant technical and management functions within the Public Sector Environment.

OVERVIEW OF LEARNING, TEACHING AND ASSESSMENT

Introduction to Public Finance in South Africa - Syllabus Plan

Course Objectives:

This course introduces Level 1 students to the fundamentals of public finance, with a focus on the South African context, including its components, theoretical frameworks, government financial operations, and budgeting systems.

LEARNING OUTCOMES

Module	Details
Module 1: Fundamentals of Public Finance in South Africa	Main Outcome: Discuss the different components and concepts that constitute public finance. Sub-Outcomes: 1. Define public finance and its significance in South Africa's economic development. 2. Identify key components of public finance (e.g., public revenue, expenditure, debt) in South Africa. 3. Discuss the role of taxation in South Africa, including the South African Revenue Service (SARS). 4. Explore the concept of public goods and its relevance in South Africa’s economy.
Module 2: Theoretical Foundations of Public Finance	Main Outcome: Review the different theoretical systems applicable to public finance. Sub-Outcomes: 1. Explain classical, Keynesian, and modern theories of public finance and their application

	to South Africa. 2. Explore the concept of fiscal policy in South Africa, including expansionary and contractionary fiscal measures. 3. Discuss theories of public choice in the South African context and their impact on financial decision-making. 4. Examine the principle of maximum social advantage and its relevance to South Africa's fiscal policies.
Module 3: Framework Regulating Government Financial Operations in South Africa	Main Outcome: Examine the framework regulating government financial operations. Sub-Outcomes: 1. Outline the legal and institutional frameworks governing public finance in South Africa, including the Public Finance Management Act (PFMA) and Municipal Finance Management Act (MFMA). 2. Explain the roles of key institutions such as the National Treasury, Auditor-General of South Africa, and SARS. 3. Analyze transparency and accountability mechanisms in South Africa’s financial management. 4. Discuss the impact of financial audits and oversight by the Auditor-General on public sector operations.
Module 4: Budgeting Systems and Processes in South Africa	Main Outcome: Explain the various budgeting systems and processes. Sub-Outcomes: 1. Define budgeting and explain its importance in South Africa’s public finance system. 2. Examine the National Budget process, including Medium Term Expenditure Framework (MTEF) and its stages. 3. Differentiate between various budgeting systems (e.g., line-item budgeting, zero-based budgeting) and their application in South Africa. 4. Discuss challenges in budget implementation in South Africa, including corruption and mismanagement.

Assessment Methods:

1. Quizzes and Tests: Assess understanding of South Africa’s public finance systems and concepts.
2. Case Studies: Analyse South Africa’s National and Municipal Budgets.
3. Group Discussions: Encourage collaborative learning on South Africa's fiscal policies and frameworks.
4. Research Assignments: Explore practical applications of the PFMA, MFMA, and budgeting processes.

Learning Resources:

• Textbooks: Public Finance by Rosen & Gayer; Principles of Public Finance by Musgrave & Musgrave.
• South African Legislation: Public Finance Management Act (PFMA), Municipal Finance Management Act (MFMA).
• Online Resources: National Treasury website, Vuleka-Mali portal, SARS, Auditor-General South Africa.
• Case Studies: Analysis of South Africa’s national budget documents and provincial reports.

2. DELIVERY OF THE SUBJECT

Learning Activity	% Learning Time
Lectures and consultation times	30
Tutorial, self-study, case study, assignments	70

3. LECTURE TIMETABLE

DAY	VENUE	TIME
Student portal available		

4. TUTORIAL TIME TABLE

DAY	TIME
To be confirmed	

5. GRADUATE ATTRIBUTES

- ✓ Basic Proficiency and Competencies, including Information literacy, Communication (oral and written), Numeracy in the fields of management public service using practical scenarios in public finance, corporate communication, public management and administration.
- ✓ Fundamental principles and practices of Innovation and Leadership are applied and illustrated using real world cases, problems and challenges and role playing.
- ✓ Theoretical frameworks of Ethics, Diversity and Social Cohesion embedded in the local and national contexts applicable to the field of public service are described using case studies and group engagement activities.
- ✓ Generic context of the public service field and discipline is demonstrated through workplace adaptability and a professional approach to knowledge interpretation and applications utilising case studies, projects, seminars and external engagement activities.

6. ACTIVITIES TO PROMOTE LEARNING

Learning will be facilitated through interactive sessions including: group engagement, case study, guest lectures and industry/community research. In addition, an online classroom will be maintained on the ThinkLearnZone. You can access your classroom at https://thinklearnzone.dut.ac.za

To log in, check out "how to log in" on the DUT e-learning website http://elearning.dut.ac.za/faq/faq_students/

The e-learning website also has contact information for help and technical assistance http://elearning.dut.ac.za/contacts/

You can call the e-learning helpdesk on 031 373 6758 or email them on edtechadmin@dut.ac.za

7. LIBRARY ORIENTATION

Library orientation will be undertaken to enhance students learning experience and assist them to effectively prepare for assessments. The students are orientated with regards to the library environment, subject librarians, internet and research facilities. This may also be done virtually via www.library.dut.ac.za

8. STUDENT SUPPORT

Academic support is provided via tutorials and one on one student consultation sessions.

The Department of Student Counselling and Health offers the following services to promote and encourage the mental and physical health of students:

Name & Surname	Telephone number	Centre	Email address	Location
Parker Jessica	031 3733010	Student Counselling and Health	Jessicap@dut.ac.za	Steve Biko Campus
Mthethwa Ayanda	031 3732163 031 3732223	Student Counselling and health	AyandaM8@dut.ac.za	Steve Biko Campus
	0746362987	Student Counselling and Health Clinic, SB Emergencies only		Steve Biko Campus
Mnculwane Mthokozisi	0313732440	HIV & Aids Centre	MthokozisiM1@dut.ac.za	Ritson Campus

9. WORK INTEGRATED LEARNING (WIL), INDUSTRY, COMMUNITY, AND OCCUPATION RELATED INFORMATION

Work preparedness concepts, real world-based case study and project work is integrated in this module. The WBL (Work Based Learning) component affords students with opportunities to integrate theory and practice in the relevant work environments.

10. QUALITY ASSURANCE AND ENHANCEMENT

Informal feedback, internal moderation, Lecturer Evaluation Questionnaire (LEQ's) Subject Evaluation Questionnaire (SEQs) surveys are conducted within the semester to ensure quality as per DUT Quality Assurance Policy. Input provided by the students in terms of teaching, the module impact and usefulness will be monitored by Centre for Quality Promotion and Assurance (CQPA).

Assessment tasks/methods/standards, module content, teaching approaches, tutorial support and consultation are continuously reviewed and revised when necessary to incorporate feedback from the above quality assurance interventions and student feedback.

11 ASSESSMENTS

Students are assessed by means of ***formative assessment*** in the form of assignments, class test; and ***summative assessment***, which takes place by means of a formal written examination. The assessments serve as an important criterion to determine whether you systematically and diligently studied all study material and can research certain prescribed objectives. At the same time, you become conversant with the standards applied at the University, broaden your knowledge of your subject and gain valuable practice in answering questions.

There are only four (4) assessments for Public Finance Management 101 in this semester. The due dates for the assessments are as follows:

Assessment	Assessment Method	Due Date	Assessment Weighting
Assessment 1	Group assignment	March 2025	100%
Assessment 1	Class activity	weekly	25%
Assessment 2	Class activity	weekly	25%
Assessment 3	Class activity	weekly	25%
Assessment 4	Class test	April 2025	50%
Assessment 5	Final examination	To be confirmed	100%
highest marks on assessment 2-4 will be considered, it will constitute 50%			

12. Glossary and Key Words in Public Finance Management

This glossary provides definitions for key words commonly used in Public Finance Management assessments, aligned with Bloom's Taxonomy Level 1. Understanding these terms will help students interpret and respond to questions effectively.

Key Word	Definition
Define	State the exact meaning of a term or concept in clear and concise

	terms.
Identify	Recognize and point out specific elements, facts, or information.
Label	Assign a name or designation to something, such as a diagram or chart.
List	Provide a sequence of items, facts, or elements in bullet or numbered form.
Name	State the title or proper term for a specific item or concept.
Recall	Retrieve and mention previously learned information from memory.
Record	Write down key points, data, or observations systematically.
Relate	Show a connection or association between two or more concepts or ideas.
Repeat	State information again in the same or similar words to reinforce understanding.
Underline	Highlight or emphasize a key term, phrase, or concept in a text or question.

13. THE EXAMINATION

The examination is your opportunity to demonstrate that you have achieved the outcomes of this module. You will be admitted to the examination if you have passed the other assessments.

DUT DURBAN UNIVERSITY OF TECHNOLOGY

1. ACTIVITIES AND WORKSHEETS

WORKSHEET ONE
PUBLIC FINANCE MANAGEMENT-LEVEL 1
UNDERSTANDING THE MEANING OF INFORMATION

Objective:

This activity assesses students' ability to understand and explain key concepts in Public Finance Management (PFM) in South Africa, focusing on definitions, components, taxation, and public goods.

Instructions:

• Answer all questions.
• Use clear and concise explanations.
• Provide examples where applicable.
• Marks are allocated according to depth of explanation, clarity, and relevance.

Question 1: Defining Public Finance (20 Marks)

1.1 Define Public Finance in your own words. (5 Marks)
1.2 Explain the significance of Public Finance in South Africa's economic development. (10 Marks)
1.3 Provide two real-world examples where Public Finance plays a crucial role in South Africa. (5 Marks)

Question 2: Key Components of Public Finance (30 Marks)

2.1 Identify and define three key components of Public Finance (Public Revenue, Public Expenditure, and Public Debt). (9 Marks)
2.2 Explain the significance of each component in managing a country's economy. (9 Marks)
2.3 Provide an example of how the South African government generates revenue and how it is allocated. (6 Marks)
2.4 Discuss one challenge faced by South Africa in managing public finance effectively. (6 Marks)

Question 3: Taxation and the Role of SARS (25 Marks)

3.1 Define taxation and explain its purpose in public finance. (5 Marks)
3.2 Discuss the different types of taxes implemented in South Africa (e.g., Income Tax, VAT, Corporate Tax). (10 Marks)
3.3 Explain the role of the South African Revenue Service (SARS) in tax collection and enforcement. (5 Marks)
3.4 What are some of the common challenges SARS faces in ensuring tax compliance? (5 Marks)

Question 4: Public Goods and Economic Relevance (25 Marks)

4.1 Define public goods and explain their characteristics (non-rivalry and non-excludability). (5 Marks)
4.2 Provide three examples of public goods in South Africa and explain their importance. (9 Marks)
4.3 Discuss how the government funds public goods and why private markets may fail to provide them. (6 Marks)
4.4 Explain one challenge South Africa faces in providing public goods efficiently. (5 Marks)

Total Marks: 100

1. ACTIVITIES AND WORKSHEETS

WORKSHEET TWO
PUBLIC FINANCE MANAGEMENT-LEVEL 1
UNDERSTANDING THE MEANING OF INFORMATION

Question 1: Theories of Public Finance (30 Marks)

1.1 Explain the key principles of Classical, Keynesian, and Modern public finance theories. (10 Marks)
1.2 Discuss how each of these theories applies to the South African economic environment. (10 Marks)
1.3 Provide an example of a policy or practice in South Africa that aligns with each theory. (10 Marks)

Question 2: Fiscal Policy in South Africa (25 Marks)

2.1 Define fiscal policy and explain its importance in economic stability. (5 Marks)
2.2 Differentiate between expansionary and contractionary fiscal policies, providing examples from South Africa. (10 Marks)
2.3 Discuss how fiscal policy influences inflation, unemployment, and economic growth in South Africa. (10 Marks)

Question 3: Theories of Public Choice (25 Marks)

3.1 Explain the concept of public choice theory and its significance in public finance. (10 Marks)
3.2 Discuss how public choice theory affects government decision-making in South Africa. (10 Marks)
3.3 Provide an example of a financial decision influenced by public choice theory in South Africa. (5 Marks)

Question 4: Principle of Maximum Social Advantage (20 Marks)

4.1 Define the principle of maximum social advantage. (5 Marks)
4.2 Explain how this principle applies to South Africa's fiscal policies. (10 Marks)
4.3 Discuss a challenge South Africa faces in achieving maximum social advantage through fiscal policy. (5 Marks)

Total Marks: 100

WORKSHEET THREE
PUBLIC FINANCE MANAGEMENT-LEVEL 1
UNDERSTANDING THE MEANING OF INFORMATION

Question 1: Legal and Institutional Frameworks (30 Marks)

1.1 Outline the key provisions of the Public Finance Management Act (PFMA) and Municipal Finance Management Act (MFMA). (10 Marks)
1.2 Explain how these frameworks support responsible financial management in South Africa. (10 Marks)
1.3 Discuss one challenge in implementing these frameworks effectively. (10 Marks)

Question 2: Roles of Key Financial Institutions (25 Marks)

2.1 Describe the role of the National Treasury in public finance management. (10 Marks)
2.2 Explain the responsibilities of the Auditor-General of South Africa. (10 Marks)
2.3 Discuss the role of SARS in managing government revenue. (5 Marks)

Question 3: Transparency and Accountability (25 Marks)

3.1 Define financial transparency and accountability in public finance. (5 Marks)
3.2 Discuss how transparency mechanisms improve governance in South Africa. (10 Marks)
3.3 Provide an example of an accountability measure in South Africa’s financial system. (10 Marks)

Question 4: Financial Audits and Oversight (20 Marks)

4.1 Explain the purpose of financial audits in the public sector. (5 Marks)
4.2 Discuss how oversight by the Auditor-General improves financial management. (10 Marks)
4.3 Identify a challenge in conducting financial audits effectively in South Africa. (5 Marks)

WORKSHEET FOUR
PUBLIC FINANCE MANAGEMENT-LEVEL 1
UNDERSTANDING THE MEANING OF INFORMATION

Question 1: Fundamentals of Budgeting (25 Marks)

1.1 Define budgeting and explain its purpose in public finance. (5 Marks)
1.2 Discuss the importance of budgeting in South Africa’s public finance

system. (10 Marks)
1.3 Provide an example of how budgeting impacts service delivery in South Africa. (10 Marks)

Question 2: National Budget Process (30 Marks)

2.1 Explain the stages of the National Budget process in South Africa. (10 Marks)
2.2 Define the Medium-Term Expenditure Framework (MTEF) and its role in budgeting. (10 Marks)
2.3 Discuss how government prioritizes expenditure within the budget process. (10 Marks)

Question 3: Budgeting Systems in South Africa (25 Marks)

3.1 Differentiate between line-item budgeting, performance budgeting, and zero-based budgeting. (10 Marks)
3.2 Explain the advantages and disadvantages of each budgeting system in South Africa. (10 Marks)
3.3 Provide an example of where a specific budgeting system is used in South Africa. (5 Marks)

Question 4: Challenges in Budget Implementation (20 Marks)

4.1 Identify key challenges in budget implementation in South Africa. (5 Marks)
4.2 Discuss how corruption affects budget execution and public service delivery. (10 Marks)
4.3 Suggest one strategy to improve budget transparency and effectiveness. (5 Marks)

14. ASSIGNMENTS FOR 2025

Assignment 01: Group Assignment (100 marks)

Public Finance Management Case Study Assignment

Assignment Title: Public Finance Management and Ethical Governance - A Case Study of the Phala Phala Scandal

Assignment Objectives:

1. To understand the principles of Public Finance Management (PFM) and its role in governance and accountability.
2. To analyse a real-world case study (Phala Phala scandal) and identify discrepancies in financial and ethical governance.
3. To assess the implications of poor financial management on public trust and the economy.
4. To develop research, critical thinking, and communication skills through video presentation.

Assignment Instructions:

1. Case Study Analysis:
   - Conduct secondary research on the Phala Phala scandal involving President Cyril Ramaphosa.
   - Focus on the key issues:
     - Allegations of improper handling of foreign currency discovered on the president's farm.
     - Failure to report the incident in a timely and transparent manner.
     - Possible breaches of financial disclosure regulations and ethical standards in public finance management.
   - Discuss the implications for accountability, public trust, and the role of oversight bodies.

2. Key Concepts to Address:
   - Define Public Finance Management (PFM) and explain its significance in ethical governance.
   - Identify discrepancies in the handling of finances and transparency in the Phala Phala case.
   - Discuss the role of oversight structures (e.g., the Reserve Bank, Parliament, or Auditor-General) in ensuring accountability.
   - Examine how such controversies affect public confidence and economic stability.

3. Data Collection:
   - Gather secondary data (e.g., news articles, reports, and journal publications) related to the scandal.
   - Interview DUT community members, including:

- Student Representative Council (SRC) representatives.
- Lecturers or faculty members familiar with PFM.
- General student body members for diverse opinions.

4. Video Production:
   - Prepare a 5–6-minute video summarising your research and findings.
   - Ensure the video is clear, well-structured, and educative.
   - Include:
     - An introduction to PFM and its importance.
     - A detailed discussion of the Phala Phala scandal and identified discrepancies.
     - Views and insights from the DUT community, including SRC representatives.
     - A conclusion on the lessons learned and the importance of ethical governance.

5. Video Presentation:
   - Submit the video by the specified deadline.
   - Be prepared to play the video during class and provide a short verbal summary (2 minutes) of your key points.

Assessment Criteria

Rubric for Public Finance Management Case Study Assignment

Criteria	Excellent (80-100%)	Good (60-79%)	Needs Improvement (Below 60%)
Content (50%)	Comprehensive analysis of PFM concepts and Phala Phala case; includes diverse perspectives; highly accurate and insightful.	Adequate analysis of PFM concepts and case study; includes some perspectives; generally accurate but with minor gaps.	Limited analysis of PFM concepts; superficial discussion of the case study; lacks depth or contains inaccuracies.
Clarity and Organization (20%)	Highly organised and logical structure; clear delivery with effective visuals and transitions.	Organised structure: generally clear delivery but may lack some transitions or visual coherence.	Disorganised structure; unclear delivery with minimal use of visuals or transitions.
Critical Analysis (20%)	In-depth analysis with strong connections to	Moderate analysis with some	Weak analysis; minimal or no connection to

	ethical governance and public finance principles.	connections to public finance principles but lacks depth.	public finance principles; lacks critical thought.
Presentation and Engagement (10%)	Creative and professional presentation; highly engaging and captures audience attention effectively.	Adequate presentation; somewhat engaging but may lack creativity or polish.	Minimal effort in presentation; lacks engagement or professional delivery.

Interview Questions for Public Finance Management Case Study

General Questions on Public Finance Management

1. How would you define Public Finance Management (PFM) in your own words?
2. Why do you think ethical governance and transparency are essential in managing public funds?
3. What roles do oversight bodies, like the Auditor-General or SARS, play in ensuring accountability in public finance?

Questions on the Phala Phala Scandal

1. What are your thoughts on the allegations surrounding the Phala Phala scandal?
2. Do you think the handling of the foreign currency incident reflects a lack of transparency? Why or why not?
3. In your opinion, what discrepancies in financial reporting or ethical governance stand out in this case?
4. How do you think controversies like the Phala Phala incident affect public trust in government institutions?

Impact on the Economy and Society

1. What do you think is the economic impact of scandals involving the misuse of public funds or poor financial management?
2. How do you believe public confidence can be restored after such incidents?
3. Do you think students and young people have a role to play in holding leaders accountable for financial mismanagement? How?

DUT and SRC-Specific Questions

1. From the perspective of the SRC, what lessons can be drawn from the Phala Phala scandal regarding leadership accountability?
2. Do you think institutions like DUT should incorporate more discussions on ethical public finance management into their curriculum? Why or why not?
3. What message would you share with students about the importance of understanding public finance management?

Guidelines for the Completion of Assignments

Reading is the key instrument for the successful completion of assignments in this module. Ensure that you read the resources provided before you do the assignment. Also please read over the rubric and the study guide to ensure that you are emphasizing the correct content and it aligns with the course outcomes. Please do not leave your assignments to the last minute as no additional time can be provided give the late state of the semester. AS soon as you get the assignment please get into your groups if necessary and start working on it. Remember not everyone is available when you are so if you wait till the last minute and people are not available it could you that are out of luck. Do NOT approach your lecturer on the day before, the day of or the day after the assignment is due to ask for additional time as it will not be granted. You are working towards a career, one in which strong planning and time management is critical. Your ability to plan your time and work within tight schedules is a requisite for most jobs especially Public Financial Management. No excuse whatsoever will be considered. We strongly advise you to submit assignments a few days before the due date on mlungisim1@@dut.ac.za.

- All written assignments must be typed, using black text for body.
- The font size should be 12 in Arial or Times New Roman with1.5-line spacing.
- They should have a cover page, table of contents, an introduction, the body, conclusion, reference list, a work breakdown list and a signed Plagiarism Declarations.
- All group members should have their name and student number on the cover page.
- Cover page should have the title of the assignment, course name/code, lecturer name, individual names and student number(s) and the date.
- Students are required to use the DUT Referencing Style (as indicated above).

- Assignments should not be copied from the internet or other sources. Large chunks of text copied word for word is plagiarism. If you fail to reference correctly you and/or your entire group will receive a mark of ZERO. If you have ANY doubt how to reference, please speak to your librarian they are available to assist you. Reference marks are very easy to lose please invest some time in learning to reference properly.
- You are required to have all members submit a Plagiarism Declaration with your assignment.
- You are required to submit a work breakdown list just detailing in a chart or bullet points the name of each participant and their role in the assignment.

For Presentations – You must have a cover page with your name, student number, module name and module code as well as the title of the assessment, content page (no page numbers needed), introduction, the body of the work, conclusion and reference list.

15. MARKING GRID

Introduction

This is a simplified attempt aimed at answering the question ‘what do we look for when we mark an assignment or project?’ :

- Details of what you should include on the cover page are listed clearly. They are the student’s name, Student number, name of course and level, lecturer’s name and submission date.

- Reading is the key instrument for the successful completion of assignments.

- Assignments should not be copied from the internet and other sources and presented as your own work. Do NOT PLAGIARISE. In the event of this happening, you may get a ZERO (0) mark.

- Should you encounter any problems, please do not hesitate to speak to your lecturer before the assignment is due and not on or after the due date.

- Please visit the DUT website: www.dut.ac.za and follow the library link to Guidelines on Referencing. Specifically, please study the DUT Harvard Reference Technique.

- Under 'REFERENCING' the study guide goes on to explain what is referencing and why you should reference. This section further goes on to make the points mentioned below, among others.

On content -50% of the mark is made up of the following:

i. Is the content organized? Organized content (introduction, body conclusion)

Each paragraph introduces the main thought or idea and then develops or argues it etc .

ii. Is the length of the assignment met with adequate content? Length met with minimum or adequate or excellent content. iii. Does the content properly summarize the main issues of the topic?

iv. First you read and then you have lots of points and facts to include. Does your selection of facts present with a good summary, or do you leave out the most important points because you have not read the topic for understanding? Or maybe you have not read enough sources, but you jumped to the topic to finish. That will obviously show to the

trained eye of the lecturer. First spend lots of time trying to understand what you are requested to do from several angles.

Then read to search for the required information and find out what authorities and/or writers say on the issue before forming an opinion on the structure, content etc. **Understanding the topic, reading and mastering the technical elements are the foundations of a good assignment and therefore a good summary of main issues. Relevance to the task -20%**

Are you in fact writing on the topic that you were given or does your assignment partially address the topic or perhaps the project fails to address the topic?

Demonstration of perception and analytical skills-20%

Here your assignment does all the above. It covers adequate content. It represents a laudable effort to grasp and summarize the main issues that relate to the topic. Sources that are quoted and authorities that are cited

are acknowledged and their thoughts are represented as such through following proper referencing techniques.

But in addition to all of this, the assignment shows that there is depth and insight in understanding the issues. The topic breaks down the important elements and shows sparks of brilliance. All or most of the senses of the writer(s) of the assignment are activated as shown in the analysis.

Technical presentation-10%

i. The structure is neat and can be followed. Also see point (i) under content above.

ii. There is a cover page with your full names, student number, topic (written in full), Lecturer’s name and Due Date of the assignment ii. The referencing technique is neat and follows proper phrasing or expression of the issue to which the quotation is referring.

iii. Paraphrasing makes sense and conveys the same idea as the source where the quotations are not direct.

The language, tone and register are those which apply to a writing project of this nature.

DURBAN UNIVERSITY OF TECHNOLOGY QUALITY ASSURANCE POLICY	
Document number:	CQPA 1
Document name:	Quality Assurance Policy
Co-ordinating Exec Manager/ Document owner:	Director: Centre for Quality Promotion & Assurance (CQPA)
Operational manager/s	Executive Deans, Senior Directors, Directors, Heads of Department
Contact & tel. no. for support:	CQPA, ext. 6803

Status:	Approved
Approved by:	Senate
Date approved:	08 November 2017
Date last amended:	2017
Date for review/ next review:	2022
Title of manager responsible for policy review :	Director: CQPA
Title of manager responsible for monitoring implementation of this policy	Director: CQPA
Related national policies and documents: The Higher Education Act, 1997 and amendments Council on Higher Education (CHE): Founding Document CHE: Criteria for Institutional Audits CHE: Criteria for Programme Accreditation Department of Higher Education and Training (DHET): requirements for new, amended and re-named programmes The National Qualifications Framework (NQF) Act, 2008 The Higher Education Qualifications Sub-Framework (HEQSF), 2014 Regulations of the South African Qualifications Authority (SAQA)	

16. QUALITY ASSURANCE POLICY

1. Preamble

The Durban University of Technology (DUT) is committed to promoting student achievement through maintaining and enhancing the quality of their total learning experience within a well-supported environment that promotes the principle of students, as adult learners, taking responsibility for their own learning.

Managing quality and safeguarding academic standards must be firmly set within the context of the vision and mission of DUT and must support achievement of the strategic goals of the university that are underpinned by student centeredness and engagement. Evaluation of the quality of the students' learning experience must form a regular and progressive feature of the work of both individuals and committees within the DUT generally and within each faculty specifically.

DUT is committed to monitoring, evaluating and tracking the extent to which it is:

1.1 Achieving its mission and stated objectives within the context of national imperatives to ensure fitness for and of purpose[1].
1.2 Ensuring accountability for the effective and efficient use of all available resources.
1.3 Empowering students through promoting their academic success.
1.4 Providing effective and efficient support services and appropriate resources to ensure that educational provision is enhanced. 1.5 Establishing an organisational culture of quality.

2. Purpose of the policy

The purpose of this policy is to provide a framework to ensure that across DUT the quality of provision is managed such that all:

2.1 Students, irrespective of programme of study or site of delivery, have equity of access to available resources and equity of opportunity for success
2.2 Staff have access to the necessary infrastructure, physical and financial resources and support for the attainment of the academic standards set by DUT and relevant national bodies.

Through implementation of this policy, DUT will be able to demonstrate to internal and external stakeholders that it has robust procedures for:

a) monitoring and reviewing existing academic programmes
b) designing, developing, authorising and approving new academic programmes and changes or modifications to existing academic programmes
c) evaluating policy implementation
d) reviewing inter-related processes that collectively involve both academic and support departments and that ultimately lead to enhancement of the quality of the student experience.

3.

3.1 Annual quality monitoring

3.1.1 All academic and support departments are responsible for annual quality monitoring which will be implemented through departmental, sectoral, and/or faculty approved processes as applicable.

3.1.2 The Executive Dean will present the Faculty annual quality monitoring report to the last Senate meeting for the year.

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1 Council on Higher Education. 2001. Founding Document. January 2001 Available at http://www.che.ac.za

3.2 Programme review and evaluation

3.2.1 Programmes will be reviewed in a six-year cycle through external peer review processes managed by the CQPA in collaboration with faculties. Programmes may also

be reviewed in response to external factors and/or when requested by the Executive Management of DUT.

3.2.2 All academic programmes will be reviewed using the CHE criteria for the accreditation of academic programmes.

3.2.3 General Education[2] in the curriculum and the attainment of the DUT Graduate Attributes[3] will be evaluated through programme reviews.

3.2.4 The Faculty Quality Committee (see 3.4 below) will have an oversight role in monitoring (a) that good practices are sustained and disseminated within the faculty and (b) the implementation of improvement plans developed in response to the outcomes of the programme review process.

3.3 Institutional audit, national reviews and accreditation by external bodies

3.3.1 Institutional audits and national reviews to be conducted by the CHE as well as all accreditation visits that are to be conducted by external bodies for example, Professional Bodies and Professional Boards, must be co-ordinated through the CQPA.

3.3.2 The academic departments must, through the relevant Executive Dean's office, timeously notify the CQPA of external accreditation visits.

3.3.3 Prior to an accreditation visit by a Professional Body, a programme review will be conducted, in accordance with 3.2 above, and will be co-ordinated by the CQPA. The CHE programme accreditation criteria as well as the Professional Body requirements will inform such reviews.

3.3.4 All review and / or institutional audit reports, together with the associated improvement plan, must ultimately be submitted, through the CQPA, to senate for discussion and for senate oversight[4].

3.4 Establishment of Faculty Quality Committees

Each of the faculties will establish a committee or committees that will take on the role and function of a Faculty Quality Committee (FQC) that will report to the Faculty Board. Such committee/s will be supported by a Quality Promotion Officer who will serve as the Executive Officer. The committee/s will, *inter alia*:

2 Curriculum renewal at DUT: General Education Guidelines. Approved by Senate on 29 August 2012 [3] Sattar K & Cooke LA. A Position Paper: Conceptualising the Quality Assurance of Graduate Attributes at the Durban University of Technology. Approved by Senate on 27 August 2014 [4] The critical path for these reports is documented in the CQPA Handbook

3.4.1 have a key role in the planning and development of new learning programmes, monitoring and enhancement of existing programmes, and monitoring the support requirements of lecturers
3.4.2 receive reports from academic departments on the outcomes of their annual quality monitoring processes (3.1) and associated improvement plans
3.4.3 ensure that a staff-student committee is established for each programme offered in the faculty
3.4.4 ensure that Advisory Boards are established for all programmes in the faculty and that these are fully functional
3.4.5 ensure that systematic feedback on modules and academic staff is elicited from students through administration of the DUT subject/module evaluation questionnaires (SEQ/MEQ) and lecturer evaluation questionnaires (LEQ)

3.4.6 receive programme review reports and quality improvement plans pertaining to 3.2 and 3.3 above and monitor progress with regard to implementation of quality improvement plans
3.4.7 submit the Faculty annual quality monitoring report to the Faculty Board and the CQPA
3.4.8 develop and implement strategies to promote student quality literacy in the faculty

3.5 New programmes

3.5.1 New programmes must be designed in compliance with the HEQSF, the CHE Criteria for Programme Accreditation and DUT requirements pertaining to (a) the inclusion of General Education in the curriculum[3] and (b) the attainment of Graduate Attributes[4]. 3.5.2 Programme design must comply with the DHET requirements with regard to the CESM category/categories, that is, 50% of the majors and overall 50% of the curriculum must be in the CESM category/categories of the relevant programme.

3.5.3 All PQM clearance applications and applications for accreditation of new programmes must ultimately be approved by Senate prior to these applications being submitted by the CQPA to the DHET and the CHE respectively[5].

3.5.4 All new programmes will be subjected to a mid-term check to monitor:

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3 *ibid*
4 *ibid*
5 Refer to the CQPA Handbook for detailed processes and relevant templates to be completed.

(a) compliance with the relevant CHE criteria; (b) the implementation of General Education; and (c) the attainment of DUT Graduate Attributes.

3.5.5 Credits must be allocated to modules in multiples of 4 credits with the minimum credits being 8 and the maximum credits 32. Where module credits exceed the maximum, a motivation must be submitted to the relevant committee for approval thereof.

3.6 Changes to approved (existing) programmes

3.6.1 Any changes to the title, purpose, outcomes, field of study, and mode or site of delivery of a programme will require the approval of senate prior to a submission to the CHE for approval thereof. Such changes may necessitate an application for accreditation of the programme as a new programme. (see 5.3: definition of a new programme)

3.6.2 DUT is authorised to make changes to a maximum of 49% of the credits of a programme. Applications for changes to existing programmes will be approved at faculty level by the Faculty Board after due consideration of the motivation for change by the CQPA. All changes to academic programmes must be approved by Senate and will be recorded by the CQPA on the PeTALS database.

3.6.3 All applications for the renaming of existing programmes must be signed by the Deputy Vice-Chancellor: Teaching and Learning and must be approved by Senate. The CQPA will submit these applications to the CHE for approval and the DHET and SAQA will be informed accordingly.

3.7 Phasing-out academic programmes

Senate must approve proposals for the phase-out of academic programmes. As part of their annual quality monitoring process, the academic department will be responsible for

tracking the progress of pipeline students until all have completed such phased-out programmes within the prescribed maximum time. On completion of the phase-out process the academic department will notify the CQPA who will report to the Department of Higher Education and Training accordingly.

3.8 Handbook of information and guidelines for procedures

All support departments, both academic and administrative, will develop a handbook of information and guidelines for procedures that are relevant to their respective scope of responsibility. The handbook will be available in electronic format to all staff.

3.9 Feedback

3.9.1 DUT will ensure that the quality of provision across the university is regularly evaluated and that feedback from a variety of sources is triangulated for reporting purposes. Such feedback includes user surveys.

3.9.2 The CQPA will be responsible for the design, development and implementation of survey questionnaires that include but are not limited to the following:

3.9.2.1 A subject/module evaluation questionnaire that will be completed by all students at least once per semester per subject/module or, in the case of annual programmes, once per annum per subject/module.

3.9.2.2 A lecturer evaluation questionnaire that will be completed by students at least once per annum per lecturer.

3.9.2.3 A Student experience survey that will be conducted once every three years

3.9.2.4 A Staff experience survey that will be conducted once every three years

3.9.2.5 An annual Graduate survey

3.10 Thematic review and review of support departments

The CQPA will be responsible for reviewing inter-related processes that collectively involve both academic and support departments (thematic reviews). A review of related support departments will be conducted as part of such thematic review processes. Specific support departments may also be identified for auditing by the approved external auditors. Thematic review reports shall be forwarded to the relevant line manager for monitoring progression of improvement plans and to ensure that there is no slippage of good practice that has been identified.

4. Applicability

This policy is applicable across all DUT campuses.

5. Definitions.

5.1 Quality assurance

Quality assurance refers to the entire process whereby academic standards and the quality of provision are consistently evaluated and improved. The CHE defines quality assurance as “the policies, systems, strategies and resources used by the institution to satisfy itself that its quality requirements and standards are being met”.[6] Quality

6 Council on Higher Education. 2004. Framework for Institutional Audits. June 2004. Pretoria. Available at http//www.che.ac.za

assurance means ensuring the existence and implementation of procedures for securing quality at the point of delivery.

5.2 Quality

The CHE defines quality as[7]:

- "Fitness for purpose in relation to specified mission within a national framework that encompasses differentiation and diversity.
- Value for money judged in relation to the full range of higher education purposes set out in the White Paper. Judgements about the effectiveness and efficiency of provision will include but not be confined to labour market responsiveness and cost recovery.
- Transformation in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth."

5.3 A New academic programme is:

5.3.1 A programme that has not been offered previously at DUT, or

5.3.2 A programme whose title, purpose, outcomes, field of study, and mode or site of delivery is changed, or

5.3.3 A programme whose curriculum, including learning, teaching and assessment, has been changed by more than 50%.[8]

5.4 Mid-term check

A mid-term check is conducted in the year following implementation of a new programme. The exception is the 480 credit Bachelor degree which is a four-year programme and the mid-term check for such programmes will be conducted in the third year of implementation. The purpose of the mid-term check is to monitor progress with the implementation of new programmes and to report to Senate and / or a Senate subcommittee accordingly.

5.5 Support departments

The term support departments embraces both academic support and administrative support departments that are not included in the structure of a faculty.

7 Council on Higher Education. 2001. 'Founding Document'. January 2001. Pretoria. Available at http://www.che.ac.za

8 Council on Higher Education. 2004. *'Criteria for Programme Accreditation'*. Revised June 2012. Available at http://www.che.ac.za

6. Contact for support with implementation of this policy
Centre for Quality Promotion and Assurance.

7. Policy authority / Document Owner
Director: CQPA

8. Related policies and documents

The cover page of this policy refers to related approved national policies.

9. Implementation procedures
The CQPA will develop, and annually update, a comprehensive handbook of procedures, guidelines and templates to support the implementation of this policy.

10. Monitoring
The Director: CQPA will report annually on the implementation of this policy to the first Senate meeting of the year.

11. Review date
The Director: CQPA is responsible for ensuring that this policy is reviewed as necessary.

17. COPYRIGHT AND PLAGIARISM

Plagiarism refers to taking another person's work, ideas, or statistics and passing them off as your own. The complete or partial translation of a text written by someone else also constitutes plagiarism if you do not acknowledge your source appropriately. However, since we cannot always be original, it is entirely acceptable to present another person's ideas in your work. However, it must be appropriately acknowledged thereby avoiding plagiarism.

According to the Durban University of Technology (DUT Rule book 2013), plagiarism is the submission, by any person or groups of persons, without acknowledgement: of written, visual, or oral material or an idea, originally produced by someone else, claiming to be one's own or group's own work OR by not acknowledging that the work you have included is taken from another person's work. You, as a student is solely responsible for ensuring that you are aware of what constitutes plagiarism and you are required for ensuring that the work you submit is properly referenced, including in text references. You can access all material regarding the DUT Plagiarism Policy as well as E-Referencing Guides and Support from the DUT Library website. Failure to do so will result in penalties ranging from mark deductions to formal warning letter to possible expulsion from DUT.

Copyright is a legal concept, giving the creator of the original work exclusive rights to it, usually for a limited time. Generally, it is " the right to copy" but: also gives the copyright holder the right to be credited for the work, to determine who may adapt the work to other forms, who may perform the work, who may financially benefit from it, and other Page | 11 related rights. It is a form of intellectual property (like the patent, the trademark and the trade secret) applicable to any expressible form of an idea or information that is substantive and discrete. (http://en.wikipedia.org/wiki/Copyright)

18. PRESCRIBED AND RECOMMENDED BOOKS

Recommended Sources

Here is a list of recent, relevant sources that align with the objectives of your assignment:

1. Wishnia, J. and Goudge, J. (2021). Strengthening public financial management in the health sector: a qualitative case study from South Africa. *BMJ Global Health*, 6. Available at: https://consensus.app/papers/strengthening-public-financial-management-in-the-health-wishnia-goudge/dcc0e2a363e655b09f9e743f74625eab/.
2. Mandlazi, L. S. (2021). The Effectiveness of Financial Management Strategies in Public Primary Schools in South Africa. *Turkish Journal of Computer and Mathematics Education*, 12, pp. 5979-5990. Available at: https://consensus.app/papers/the-effectiveness-of-financial-management-strategies-in-mandlazi-govender/10d8dbd7b0ca50d4855acce56d3a84c3/.
3. Sebidi, S. D. (2023). Financial management decision-making of school finance committees in public primary schools in Mpumalanga province, South Africa. *South African Journal of Education*. Available at: https://consensus.app/papers/financial-management-decisionmaking-of-school-finance-sebidi/79739635ff9c56a4b5f5571552066ac9/.
4. Thusi, X. and Matyana, M. (2024). Professionalisation as a tool to stabilise public finances: South African local government perspective. *Journal of Public Administration, Finance and Law*. Available at: https://consensus.app/papers/professionalisation-as-a-tool-to-stabilise-public-thusi-matyana/8fe8339592455c6ca86e2555efb6daf3/.
5. Nyamita, M. and Dorasamy, N. (2021). The drivers of debt financing within state-owned corporations in South Africa. *Archives of Business Research*. Available at: https://consensus.app/papers/the-drivers-of-debt-financing-within-stateowned-nyamita-dorasamy/2c6d977f85d85294ba09d7c99b620bdf/.
6. Fourie, D. and Malan, C. (2020). Public Procurement in the South African Economy: Addressing the Systemic Issues. *Sustainability*. Available at:

https://consensus.app/papers/public-procurement-in-the-south-african-economy-fourie-malan/182108e0e794541380ee8aee62583d1d/.
7. Mazibuko, G. (2021). Local Government: Getting the South African Municipal Finances Right. *Information Management and Business Review*, 12, pp. 1-11. Available at: https://consensus.app/papers/local-government-getting-the-south-african-municipal-mazibuko/f83e9c01945b5443aa5e52ac6668c9f1/.
8. Makhanya, N. (2023). The role of accounting officers in ensuring responsible public financial management. *International Journal of Research in Business and Social Science*, 12. Available at: https://consensus.app/papers/the-role-of-accounting-officers-in-ensuring-responsible-makhanya/b43f3e2c05835352b5097cad7ee7e2e1/.
9. Mishi, S., Mbaleki, N. and Mushonga, F. B. (2022). Financial mismanagement and efficiency trade-off in local municipalities: Lessons from Eastern Cape, South Africa. *Journal of Local Government Research and Innovation*. Available at: https://consensus.app/papers/financial-mismanagement-and-efficiency-tradeoff-in-local-mishi-mbaleki/1736a3c626ff55c491443ccc63905c3a/.
10. Wishnia, J. and Goudge, J. (2020). Impact of financial management centralisation in a health system under austerity: a qualitative study from South Africa. *BMJ Global Health*, 5. Available at: https://consensus.app/papers/impact-of-financial-management-centralisation-in-a-health-wishnia-goudge/ee2395e16a4357588b36139f0104c3db/.

Recommended video resources that align with your assignment objectives:

1. **Understanding the Public Finance Management Act & Municipal Finance Management Act**
This video provides an overview of South Africa's Public Finance Management Act and its application within municipal contexts.
Watch here
2. **What is the PFMA? Public Finance Management Act of South Africa**
An informative session detailing the key aspects and significance of the Public Finance Management Act in South Africa.
Watch here
3. **What is Phala Phala farm robbery scandal?**
A news report explaining the Phala Phala farm robbery scandal involving President Cyril Ramaphosa.
Watch here
4. **Phala Phala scandal | MK Party accuses NPA of being captured**
A recent discussion on the Phala Phala scandal and the National Prosecuting Authority's involvement.

Watch here

5. **5 Internal Role Players in Public Financial Management**

This video lists the various internal role players in public financial management in South Africa.

Watch here

List of References for the Modules on Public Finance in South Africa

Module 1: Fundamentals of Public Finance in South Africa

1. Wishnia, J. and Goudge, J. (2021). Strengthening public financial management in the health sector: A qualitative case study from South Africa. *BMJ Global Health*, 6. Available here.

2. Siswana, B. (2007). Governance and public finance: A South African perspective. *Politeia*, 42(2), 222-234. Available here.

3. Kuye, J. and Ajam, T. (2012). The South African developmental state debate: Leadership, governance and dialogue in public sector finance. Available here.

Module 2: Theoretical Foundations of Public Finance

4. Ajam, T. and Fourie, D. (2016). Public financial management reform in South African provincial basic education departments. *Public Administration and Development*, 36(3), 263-282. Available here.

5. Jordaan, J. (2013). Public financial performance management in South Africa: A conceptual approach. *Thesis*, University of Pretoria. Available here.

6. Siswana, B. (2007). Governance and public finance: A South African perspective. *Politeia*, 42(2), 222-234. Available here.

Module 3: Framework Regulating Government Financial Operations in South Africa

7. Madue, S. (2007). Public Finance Management Act, 1 of 1999: A compliance strategy. *Politeia*, 26(3), 306-318. Available here.

8. Zonke, N. (2016). Dynamics obstructing public financial management, good governance, and accountability in South Africa. *Arabian Journal of Business and Management Review*, 6(3), 1-7. Available here.

9. Tsheletsane, I. and Fourie, D. (2014). Factors hindering public financial management and accountability in South Africa. Available here.

Module 4: Budgeting Systems and Processes in South Africa

10. Ajam, T. and Fourie, D. (2016). Public financial management reform in South African provincial basic education departments. *Public Administration and Development*, 36(3), 263-282. Available here.

11. Wishnia, J. and Goudge, J. (2020). Impact of financial management centralisation in a health system under austerity: A qualitative study from South Africa. *BMJ Global Health*, 5. Available here.

Prescribed sources/books

Visser, C.B., & Erasmus, P. W. 2014. The Management of Public Finance. Cape Town:
Oxford University

Moeti K (Ed). 2015. Public Finance Fundamentals. 2nd Ed. Cape Town: Juta

Pauw, J.C, Woods, G, Van der Linde. G. J.A, Fourie, D. and Visser, C.B. 2015. Managing Public Money: Systems from the South. 2nd Ed. Johannesburg: Heinemann.

Van der Waldt G.; Khalo T.; Nealer E.; Phutiagae K.; Van der Walt C.; Van Niekerk D. and Venter A. Municipal Management, Serving the People. 2nd Ed. South Africa: Juta

LEGISLATION

South Africa. 1999. The Public Finance Management Act No 29 of 1999. Pretoria: Government Printer.

South Africa. 1998. Division of Revenue (DORA). Pretoria: Government Printer.

South Africa. 1997. Department of finance, Financial Management. Pretoria: Government Printer.

JOURNALS

International Journal of Public Admin- Elsevier

Journal of Public Administration- Jopa

Public Administration Review

In addition, students are urged to regularly consult legislative frameworks, newspapers, follow televised news and documentaries, review journal articles and clippings; to enhance their knowledge and conceptualisation of Public Finance Management; as well as to keep abreast of contemporary issues within the study and discipline.

Annexure 1 Example of Plagiarism Declaration to be signed by student on submitting work for assessment

DURBAN UNIVERSITY of TECHNOLOGY

DECLARATION

1. I know and understand that plagiarism is using another person's work and pretending it is one's own, which is wrong.

2. This essay/report/project is my own work.

3. I have appropriately referenced the work of other people I have used.

4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

____

Signature

Name (in capital letters)
Student Number

Annexure 2 Warning of next plagiarism offence letter

UNIVERSITY of TECHNOLOGY

Date:

To: Student

Number: (name of student)

Warning regarding a further plagiarism infringement

This serves to confirm that:

1. You have been found to have infringed the University's Policy on Plagiarism and have received structured feedback on your plagiarism errors; and

2. If there is any further suspected infringement, the matter will automatically be referred to the Registrar for disciplinary action.

NAME OF ACADEMIC:

SIGNATURE OF ACADEMIC:

Read and acknowledged

SIGNATURE OF STUDENT:

Signed at this day of 20 .

Letter of Concern for Interview Participation

[Your Name]
[Your Position/Title]
[Your Institution/Organization]

[Date]

Dear [Interviewee's Name],

Subject: Request for Participation in an Interview on Public Finance Management

I hope this message finds you well. As part of an academic assignment for our Public Finance Management course at [Your Institution], we are conducting a study on the significance of ethical governance and transparency in managing public resources. Our focus includes analysing a real-world case study, the Phala Phala scandal, to understand its implications for public trust and financial accountability.

In this regard, we kindly request your participation in an interview to share your insights and perspectives on the topic. Your views will be invaluable in helping us examine the role of Public Finance Management in governance, ethical practices, and its broader economic implications.

Details of the Interview:
- Topic:Public Finance Management and Ethical Governance – A Case Study of the Phala Phala Scandal
- Format: [In-person/Online/Phone] interview (approximately 15–20 minutes)
- Date and Time: [Specify Date and Time, or indicate flexible scheduling]
- Location:[Specify location, or mention virtual platform if online]

Your input will contribute significantly to the depth and relevance of our research. The findings and your contribution will be presented as part of a class project in the form of a short video presentation. We assure you that any information shared during the interview will be handled with the utmost respect and confidentiality, with your consent sought for any direct quotes or attributions.

Please let us know your availability at your earliest convenience. You can reach us via email at [Your Email] or phone at [Your Contact Number]. Should you have any questions or require further details, do not hesitate to contact us.

Thank you for considering this request. Your expertise and experience will be highly appreciated in enriching our understanding of this critical issue.

Sincerely,

[Your Full Name]
[Your Position/Title]
[Your Contact Information]

Participant Acknowledgment and Consent

I, __________________________, acknowledge that I have read the above letter and consent to participate in the interview as described. I understand that my contributions will be used solely for academic purposes, and I can withdraw my participation at any time.

Signature: ____________________________

Date: ____________________________

Student Plagiarism Policy Form